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ABSTRACT

For the purpose of program refinement and improvement, this evaluation analyzes student, teacher, and parental impressions of the Human Growth and Development Program during its implementation in the 1971-1972 school year. Representative samples of the constituents concerned with the program participated in audio and video taped interviews and answered questionnaires. Characteristics of the current program as perceived by teachers, students, and parent reflect the range of feelings about the program. Perceptions expressed dealt with student reaction to the separation of the sexes in classes, repetition of some drug information, teachers' avoidance of topics concerning value questions and controversial issues, the need to involve community resource people in the program, and the students' need for help in personal problems. Teachers identified the need to synchronize and coordinate the program within the grade level and from one grade level to another. They also expressed a need for an in-service training program for course preparation which would increase length and content. Impressions of the evaluation team show that the program was implemented with minimal difficulty; that students viewed the courses as similar to other courses and have accepted the program without difficulty; and that although parents had the opportunity to learn more about the program few availed themselves of the opportunity; however, parents in general favored the course. For a description of the program see SO 006 168. (SJM)

ED 081694

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EVALUATION OF HUMAN GROWTH AND DEVELOPMENT PROGRAM 1971-1972 SCHOOL YEAR

SP006167

NORTH ALLEGHENY SCHOOL DISTRICT

JUNE, 1972

FILMED FROM BEST AVAILABLE COPY

NORTH ALLEGHENY SCHOOL DISTRICT
ALLEGHENY COUNTY PENNSYLVANIA
BRADFORD WOODS BOROUGH • FRANKLIN PARK BOROUGH MARSHALL TOWNSHIP • McCANDLESS TOWNSHIP

June 6, 1972

TO: NORTH ALLEGHENY BOARD OF EDUCATION:

Submitted herewith is the written evaluation of the North Allegheny School District's Human Growth and Development Program after the completion of the first full year of operation. This is in compliance with the Board of Education's resolution of July, 1970, relative to the implementation procedures for the Human Growth and Development Program in the North Allegheny Schools.

The written evaluation report was written and prepared by Dr. Leonard Wendland from the Office of Research and Field Services of the University of Pittsburgh. Dr. Wendland was supported in his evaluatory efforts by Dr. Robert Martin and Mr. Wayne Neff, Curriculum Specialists from the Department of Education, Harrisburg, Pa.

The development of the evaluatory design and collection of data are the accomplishments of Dr. Joseph F. Lagana, Director of Secondary Education, Mr. Donald Hartswick, Director of Elementary Education, Mr. James Manley, Coordinator of Pupil Services and Mr. Robert Watford, Social Studies Instructional Specialist of the North Allegheny School District.

The major thrust of the evaluation was on the analysis of student, teacher, and parental impressions of the Human Growth and Development Program during its implementation in the 1971-1972 school year. The impressions were analyzed carefully and objectively by Dr. Wendland, Dr. Martin and Mr. Neff for the purpose of reviewing the implementation procedures and refining the existing Human Growth and Development curriculum program for the 1972-1973 school year.

The impressions of the evaluation team and their summary provided in Section IV and V of this report appear to have value in meeting the ultimate educational goal of continued program improvement.

The unedited tapes (audio and video) and other raw data are available for Board review until June 30, 1972.

Grateful acknowledgment is extended to the Department of Education, The Office of Research and Field Services of the University of Pittsburgh and the North Allegheny School District administrative and professional staff for their efforts in this extensive evaluatory effort.

Respectfully submitted,

C. A. Newman

C. A. Newman
Superintendent

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NORTH ALLEGHENY SCHOOL DISTRICT

EVALUATION OF HUMAN GROWTH AND DEVELOPMENT PROGRAM

END OF YEAR 1971-1972

I. INTRODUCTION

The Board of Education on July 14, 1970, passed the following resolution for the purpose of implementing the Human Growth and Development Program in the North Allegheny School District:

> "RESOLVED, That the North Allegheny Board of School Directors adopt the Human Growth and Development Program as revised and carefully evaluate said program one year from the effective date of implementation."

The report herein is addressed to the evaluation mandated by the above resolution. The data presented has been collected through representative samples of the constituents concerned with the program, parents, teachers and students. Although the numbers of persons in the evaluation are small, they do, in fact, reflect a cross sectioned representation of the groups mentioned above. The intention of the evaluation was to gather in depth impressions of the program for the purpose of program improvement and refinement. The small number of persons sampled was manageable and suitable for this evaluation. The approach to gathering the data was multi-dimensional utilizing questionnaires and uniform interview techniques. The interviews were audio and video taped to provide the evaluators with the opportunity of examining the contents on more than one occasion.

A. Data Base

The data utilized for this evaluation thus consists of interviews conducted by administrative staff and teachers, staff and students

and staff and members of the Parents' Advisory Council. The Parents' Advisory Council, in addition, provided some descriptive data regarding their own involvement with the school program and their attitudes about the program in particular. The data base evolved from the analysis of repeated viewings of video taped interviews of teachers and students and the audio tapes of the Parents' Advisory Council.

In addition to the taped interviews, a staff survey was completed by each building principal with selected members of their staff. A copy of the survey format appears in Appendix A. Appendix B summarizes the data analyzed from this source for elementary and secondary levels.

B. Interviewees

This is an evaluation. However, attempts were made to select a random sample of persons to react to the program.

The teachers interviewed were those involved in the Human Growth and Development Program in the 7th, 10th and 12th grades. Students were also from the 7th and 10th grades. Student representatives for the purpose of the interview were randomly selected, each 100th student in Grades 7 and 10. Student census of the 7th grade is approximately 700 with 6 students being selected from that population for the interview. The 10th grade census likewise was approximately 700 with 6 students present for the interview. A total of 9 teachers in grades 7, 10 and 12 were involved in the interviews representing approximately 38% of all

teachers participating in the program 7 through 12. 6 of the 10 parents of the Parents' Advisory Council were present at the meeting of the Council on May 22, 1972 at which time the Human Growth and Development Program was discussed. (See Appendix C for the Agenda and Interview Guide of this meeting.) The interviews of students and faculty were conducted between May 17, 1972 and May 22, 1972. The parent group, while selected to represent a building, do not know more than a small percentage of the parents of that building. This varied from 18% to less than 1%. Some members knew a number of parents in all buildings while others were familiar with but a few in the building in which they happen to have children. The 6 parents combined have 16 children in the North Allegheny School District varying in grades from 1 through 12. The only grades in which there were no children were grades 6 and 8. While the number of parents is small, they represent the parents with one or more children in most of the grades and presumably, although it is unmeasurable, speak for the parents with whom they have discussed the Human Growth and Development Program.

II. CHARACTERISTICS OF CURRENT PROGRAM

A. Teacher Perceptions

1. Elementary Teacher Perceptions

a. Teachers felt that parents were generally well informed about the availability to preview the materials to be used in the program. Unfortunately, few parents availed themselves of the opportunity to do so. (See Appendix B Part I (B-5).

b. Many parents, after previewing the materials, visual and "work copies", were positively impressed with the quality and merits of the Human Growth and Development Program. A number of the parents who had obtained, in a variety of ways, misinformation about the program, upon viewing the materials then permitted their children to participate in the program.

2. 7th Grade Teacher Perceptions

Teacher perceptions will be given in some detail beginning with the 7th grade then proceeding to the 10th and 12th. Rather than giving a detailed narrative of these perceptions, an attempt has been made to excerpt from the video taped materials specific perceptions which, though they vary from teacher to teacher, do nevertheless reflect the range of feelings about the program. Specifically, the teachers in the 7th grade had the following perceptions:

a. The students are asking why, when they were together for classes in the 6th grade, they are now separated in those classes dealing with Human Growth and Development. The teachers suggested that the following would be aspects for the rationale for the separation of the sexes in the 7th grade:

(1) Students probably ask more questions when separated.

(2) Some teachers find that students can ask questions in writing which they apparently feel uncomfortable in asking orally.

(3) 7th graders are more inhibited than they would have the teachers believe and need to have the security of being separated.

(4) 7th graders are openly more naive, especially the boys, although many of the girls are likewise naive at this stage.

(5) 7th grade boys do a lot of catching up on sex related learning during the year. Teachers feel that there appears to be a high rate of maturation among boys during the 7th grade. This maturation is seemingly more apparent and noticeable among boys than girls.

b. The drug unit is emphasized even though the students have already learned much from other classes and other sources, i.e., T-V programs on this topic.

c. By focusing the class content on "body systems', it makes it easier for the teacher to avoid getting involved in value judgments about sexual behavior. This approach limits the likelihood that students will ask questions which would involve values.

d. In-service training was helpful but the four teachers that taught the 7th grade classes sat down and organized their materials before the program began, thus supplementing the more formal training provided in the in-service program.

e. It is important to "know" the students in the class. The more that the student is known or is known about the student,

his level of maturity, etc., the more meaningful the class can be. One woman teacher in the 7th grade felt that she was at a real disadvantage in that she had all of the girls for some of the course work and knew nothing about a good portion of them. The men teachers, in some instances, were able to have groups of approximately 12 to 14 boys at a time which they felt had a real advantage.

f. One of the teachers felt that when he was a 7th grader he would have benefited greatly from a class like this. The students in grade 7 reflect their interest in the course work by being at class on time, sitting up front and giving maximum attention throughout the class period.

3. 10th Grade Teacher Perceptions

a. The content of the course work at this point is not new to most of the students since they have had some coverage of this material in previous classes but it had been given in a more subtle fashion. In the 10th grade, much of this material is brought out into the open and is dealt with in depth.

b. The area of drug abuse by this grade level has been overdone. The students have gotten so much on drugs that they have little interest or feeling about further study of the topic.

c. While the students would give the impression that their knowledge about sex is extensive they have many misconceptions and lack, in many instances, accurate information.

d. Teachers are uncomfortable in dealing with controversial topics such as birth control and abortion. The same concerns were not evident in dealing with such topics as drugs, venereal disease, emotional problems and other general questions which students might initiate. Teachers have responded to questions regarding abortion but have given brief responses and then tend to get off of the topic as quickly as possible to avoid getting too deeply involved in what might be a controversial topic.

e. Teachers are exercising extreme caution in teaching due to fear of public criticism especially in dealing with such sensitive topics as birth control and abortion.

4. 12th Grade Teacher Perceptions

a. The students should have at least one semester of psychology since students are very interested in their own personality development and the manner in which they interact with each other.

b. Community resource people in a variety of specialities, representing the clergy, medicine, psychiatry, social work and marriage counseling, should be an integral part of the program.

c. A real difference of opinion as to the management of the course was expressed. One teacher felt that questions regarding dating and sex could be more realistically staged by having some form of hypothetical case analysis and by having debates on a variety of topics such as on

abortion. Others, however, felt that the emphasis should be on attitudes and, thus felt that structured situations could not be used effectively for this purpose. It is also expressed by one of the 12th grade teachers that students at this point should be ready for "mature" discussions. They should be knowledgeable about the elements of a good marriage and have some general familiarity about the topic of birth control.

d. Students do want help with personal problems in the 12th grade and would like to have the opportunity to talk with the teacher and, if necessary, be referred to the counselor after they have had the opportunity to clarify their questions with the teacher. It was suggested that teachers could teach four periods and have a fifth period which would be used for counseling students on any topic that might be relevant to the Human Growth and Development Program.

3. Past in-service education was helpful but more preparation and background in the areas of psychology, birth control and abortion would be welcomed. Some teachers expressed the preference not to get involved in such discussion, although one did recognize that the class may be structured to prevent questions of this nature from emerging.

B. Student Perceptions

1. 7th Grade Student Perceptions

a. The course is not seen by students as being "special". It is like any other class as far as they are concerned.

b. The students had a number of reactions regarding the fact that they are separated by sexes for some of the program in Human Growth and Development. Several of the girls commented that they had been together in 6th grade and it didn't make a difference to them and felt it would make no difference in 7th grade either. Another girl indicated that "we learned the same thing so we don't know why we should be separated". The boys in this particular grade, however, generally expressed some resistance to combining the sexes. This is suggested on the basis that some boys might find it easier to ask questions if they were separated and, in general, might feel more comfortable if separated when discussing topics which might cause some embarrassment. Following the latter comments by the boy students, several of the girls who had initiated interest in combining classes suggested that if it were difficult for boys to ask questions orally in class they could write them out and give them to the teacher after class. Other students suggested that they didn't know how it would be to be in combined classes since they had not had such classes. Another boy indicated that he might like to go to a mixed class but his friends might pressure him to

go to separate classes or make fun of him if he wanted to be in the combined class. Some of the students admitted that few questions relating to sex were asked when films were shown in the 6th grade.

c. Students felt that in general the materials presented were new, interesting and held their attention. Even though some of them had been mentioned before, they were now gone into in greater depth.

d. Students expressed some feelings that teachers this year seem to be able to relate the material better to their needs than in the past grades.

e. The course did much to clear up some of the concerns the students had about their body changes; as one student said "It dispelled the rumors in my mind".

f. In the previous year, the materials were presented by the teachers pretty much as facts but the "why" was not generally discussed and students felt that in 6th grade much more was needed beyond the factual approach.

2. 10th Grade Student Perceptions

   a. Students generally agreed that the topics while discussed in previous classes were dealt with in greater depth.

b. Students expressed a specific need for a unit in the area of emotional problems, drugs, venereal disease, and first aid. During this current year, the emphasis on venereal disease was primarily that of answering a questionnaire which they did not feel adequately satisfied the needs of the students in this particular area.

c. The students denied any uneasiness or uncomfortableness in discussing questions such as venereal disease or any aspect of the course.

C. Parent Responses

The parental reactions were primarily those that were presented at the meeting held on May 22, 1972, for the specific purpose of discussing the program on Human Growth and Development.

1. Some parents expressed that more information needed to be available to avoid criticism from a small but vocal group in the community who felt that there may be content materials in the program which were not compatible with the values of the community.
2. Such information can be increasingly effective by having the parents become more pertinently and directly informed as to the actual materials, written and visual, being used in the program.
3. One feeling expressed was that the parents had not been sufficiently informed or opportunities made available to them to preview the various materials that would be used in the Human Growth and Development Course. Others, however, indicated that

adequate information and notice had been given, simply not enough parents responded and attended the meetings designed for this purpose. Parents should have the opportunity each year to view any and all of the visual materials.

4. One of the parents felt that the teachers who presented the materials were not as mature as might be desirable. However, others felt that the question of maturity really was a very individual one and could not be specified; that age alone might not be a good criteria for competency in the presentation of topics in this particular program.

5. It was hoped that teachers who have specialized in "sex education" could be recruited from universities much in the same manner as math teachers or other specialists are recruited. It was noted, however, that sex education in this program constitutes only about 25% of the program of Human Growth and Development. It was felt that universities do not train people specifically for sex education whereas they do train people for Human Growth and Development which is a much broader area.

6. The parents indicated that they did not get any negative feedback from their children regarding the program. Many of the children were unable to specify that they were getting materials on Human Growth and Development; the materials being successfully integrated with other curriculum materials and, thus did not "stand out" to any noticeable degree.

7. Parents generally felt that the drug emphasis has been overdone, and that it might well be minimized but that the problem of drinking ought to be increasingly emphasized since it was seen as a more immediate problem to the community.

8. Parents suggested that the school might make skillful use of peer group leaders in various aspects of this program, especially with reference to drug and alcohol abuse programming.

9. In spite of some criticism from the community, the program was generally felt as being favorably received and was rated as follows:

Parents' Reactions

	Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable
Content	1	4	1		
Childrens' Reactions	2	3	1		
Parents' Opinions	1	3	2		

This tabulation suggests a generally favorable response to the program.

III. RECOMMENDATIONS FOR THE 1972-1973 PROGRAM

A. General Recommendations - Teachers

These are recommendations that were uniformly made by all teachers:

1. The need to synchronize and coordinate the program within the grade level and from one grade level to another. Within the grade level, the teacher should make every effort to present materials so that students in all classes are dealing essentially

with the same materials. Coordination is likewise needed from one grade level to another. There was some inference made that teachers at one level had anticipated that materials had adequately been presented and received by students in previous grades, thus making it unnecessary to again mention materials which in most cases were perceived by the teachers as rather sensitive materials.

2. A second general recommendation by the teachers was that the in-service training program for preparation of this course material should be increased in length and in content. These specific recommendations were made by both teachers and students in the various grades evaluated.

B. Specific Recommendations

1. Elementary Teachers

a. New teachers need more in-service preparation for the program with emphasis on what is expected of them, the availability of materials, and an opportunity to preview materials.

b. The nurse's time could be used more efficiently if several buildings would preview the films at the same time.

c. Regular teachers need to assume more responsibility for the program with less dependence on the nurse.

d. While few teachers indicated problems in communicating with the parents, it is suggested that a special letter, especially to new families in the district, informing parents of the program would make all parents uniformly

aware of its existence. Many teachers, however, felt that this additional step should not be necessary in the light of repeated notices which appeared in the "Your Schools" newsletter.

2. 7th Grade Teachers

   7th Grade teachers suggested that more materials such as filmstrips and other usable materials be made available so that more small groups could be scheduled. Currently, the amount of visual materials makes it difficult and impractical to group students into smaller groups. 7th Grade teachers also suggested that, while they generally agreed that the students should be separated by sex for some of the materials presented in the program an experimental, optional, combined class might be considered for next year. This would be a pilot class with all teachers having an opportunity to be involved.

3. 10th Grade Teachers

   Teachers in the 10th Grade had the following recommendations:

   a. In-service training and curriculum development should concentrate more on alcoholism as a problem.

   b. The teachers generally agreed that they need to be helped to become more comfortable with the materials they are teaching, especially sensitive topics such as birth control and abortion.

4. 12th Grade Teachers

Teachers in the 12th Grade class had the following recommendations:

a. That there be a semester of psychology included in the program.

b. That resource people who are specialists in their own area be utilized in a routine fashion in the program.

c. The school schedule should provide time for the counseling of students individually and in small informal "rap" sessions.

d. That a place be made available where it would be convenient for students to contact the teacher to discuss personal problems rather than necessarily needing to be done in a classroom after class.

5. 10th Grade Students

a. That the circulatory system, anatomy and materials of this sort ought not be emphasized to the degree that they are at the present time since these are repetitions of material that had been learned and were seen as a "waste of time".

b. Students felt that they were restricted and inhibited in the discussion of the materials that were presented in the class. It was their general feeling that after the materials were presented there should be "free and open discussion without raising of hands", which implies that the students generally feel that the class is structured to

too a high degree and tends to limit their active interaction.

c. Students felt that more reading materials should be provided especially in the area of venereal disease and they would likewise like to see more movies on venereal disease.

d. The students generally agreed that the topics covered were good units but they were somewhat hesitant to express how they felt about the manner in which the materials were presented and how the discussion and questions tended to be handled by the teacher. There were subtle suggestions that they felt they had to be cautious as to what they could ask of the teacher within the class setting.

IV. IMPRESSIONS OF THE EVALUATION TEAM

The evaluation team was composed of:

Mr. Wayne Neff, Curriculum Development Specialist, Bureau of Curriculum Development and Evaluation, Department of Education, Harrisburg, Pa.

Dr. Robert E. Martin, Curriculum Development Specialist, Bureau of Curriculum Development and Evaluation, Department of Education, Harrisburg, Pa.

Dr. Leonard V. Wendland, Professor of Special Education and Rehabilitation, School of Education, Professor of Psychology, Department of Psychology, University of Pittsburgh, Pittsburgh, Pa.

Vita for each of the members of the evaluation team are included in Appendix D.

These impressions and opinions are based on an analysis of the interactions of participants as observed on video taped and audio taped materials.

A. Great care was taken by the data collectors not to contaminate

the responses of students, parents or teachers by leading or suggesting a desired response. Consistency in this regard was assured by using uniform interview guides. (See Appendix A and C)

B. The program is solidly based and is in no way unusual and is the kind of program that is being developed in response to social need in many schools throughout the country. The apparent increase in the incidence of venereal disease, use of drugs, and alcohol as well as illegitimacy and other socially undesirable behaviors points out the need for the education of the youth in the areas covered in this program. Society has mandated that the educational system assume some responsibility in the education of the youth in these regards. This program, thus, supplements the long standing role of the church, the family and other social agencies and programs in the area of Human Growth and Development.

C. The dissemination of information and the discussion of certain topics are always apt to create a degree of apprehension in parents; perhaps, in the following order of sensitivity. The primary sensitivity is with topics dealing with birth control, abortion, premarital sex relations, unwanted pregnancy, venereal disease, use of hard drugs and alcohol.

D. As the program is expanded and developed in the future, the parents and students need to be made to a greater degree a part of the planning of the program. Utilization of all means to accommodate the apparent in-service needs expressed by the teachers should be developed. Perhaps video and audio tapes recorded for the purposes of this evaluation could serve as valuable resources for in-service education.

E. It is suggested that the role of the Parents' Advisory Council, as a reflective body, be continued in the planning and development of this program. Such involvement should serve the purpose of reducing the apprehension of a broader parent population about what and how materials are being presented.

F. If peers are to be used to influence the behavior of the class, and interpret to the class some of the risks involved in activities such as the use of drugs, it is important that the person be seen as a peer and that the person not be perceived as a "con job", a "patsy" or that this is a "cop out" to the establishment. Age or sex alone does not necessarily mean a person will be seen as a peer.

G. Teachers express varying degrees of anxiety of how to handle "touchy" subjects. IT IS OUR OPINION THAT THE TEACHER'S CREATIVITY IS BEING SEVERELY INHIBITED DUE TO CONCERN OVER THE POSSIBILITY OF NEGATIVE REACTION FROM THE COMMUNITY. Sensitive topics are now treated in a wide variety of ways, varying from structuring the class in such a way that these topics never come up to dealing with the topic as briefly and as superficially as the students will permit.

H. Responsibility for dealing with topics which are viewed as sensitive is now being avoided in some instances in inferring that, for instance, 12th grade students have already adequately covered these topics in earlier learning.

V. SUMMARY

A. The new program for Human Growth and Development, 1 through 12, after careful planning and in-service training of staff, was

implemented with minimal difficulty.

B. Some teachers have dealt with some of this material in other courses for a number of years and generally felt quite comfortable as long as it did not involve discussions that might require value judgments. Other teachers who have had lesser experience tended to express greater apprehension about some of the material. CONTROVERSIAL TOPICS ARE NOW AVOIDED OR HANDLED IN A MANNER LEAST LIKELY TO CAUSE A NEGATIVE COMMENT FROM THE COMMUNITY. Such avoidance appears contrary to the purposes of the Human Growth and Development Program.

C. CRITICS OF THE PROGRAM HAVE UNFORTUNATELY FOCUSED ON THE "SEX UNIT" OF THE PROGRAM, ALTHOUGH IT IS ONLY A SMALL PART OF THE WHOLE PROGRAM.

D. All indications are that students have accepted the program without difficulty and generally the materials blend into courses without standing out as being different.

E. Some parents did avail themselves of the opportunity to be informed about the program though few parents took advantage to do so. More effective parental involvement is consequently desired.

F. The comments of the Parents' Advisory Council suggest that while there was pre-course apprehension and some mild criticism of certain aspects of the course during the year, parents in general have a favorable feeling about the course.

APPENDIX A

NORTH ALLEGHENY SCHOOL DISTRICT

HUMAN GROWTH AND DEVELOPMENT PROGRAM EVALUATION 1971-1972

Building _____ Date _____

PART I

	1	2	3	4	5	6	7	8	9	10	11	12	Total
A. 1. Total number of students enrolled													
2. Number of students excused													
3. Percent of total students excused													
B. 1. Total number of families													
2. Total number of families requesting exclusion for children													
3. Percent of total families requesting exclusion													
4. Number of families involved in previewing materials													
5. Percent of total families previewing materials													
C. Number of families with mixed feelings about child/children's participation													

PART II

PROFESSIONAL STAFF SURVEY

List personnel utilized in this endeavor: principal, nurse, teacher, etc.

A. Method used in inviting parents to preview Human Growth and Development Materials, (be specific).

B. Estimate number of contacts regarding this invitation.

C. Express your feelings about the effectiveness of communicating the content of the program.

D. Make suggestions for improvement - be specific:
   1. Communication problems with parents
   2. Procedures for reviewing materials
   3. Staff orientation/training
   4. Other.

E. Rate the relevancy of the materials:
   1. Excellent
   2. Good
   3. Poor
   4. Other - specify

APPENDIX B

	TOTALS	
1. Total number of students enrolled	3201	3417
2. Number of students excused	10	16
3. Percent of total students excused	.0031	.0046
1. Total number of families	2312	2452
2. Total number of families requesting exclusion for children	11	11
3. Percent of total families requesting exclusion	.0047	.0044
1. Number of families involved in previewing the materials	263	18
2. Percent of total families previewing materials	11.4	.0073
1. Number of families with mixed feelings about child/children's participation	28	No Data
2.	.012%	

APPENDIX C

NORTH ALLEGHENY SCHOOL DISTRICT

PARENTS' ADVISORY COMMITTEE

AGENDA: May 22, 1972 - 7:30 p.m.
Carson Administrative Building

1. PFC Insurance Program
   Mrs. Heinerd
2. 1972-73 Elementary and Middle School Program Report
   Dr. Lagana
   Mr. Hartswick
3. Evaluation of Human Growth and Development Program
4. Other

QUESTIONS FOR USE WITH PAC REGARDING EVALUATION OF
HUMAN GROWTH AND DEVELOPMENT PROGRAM 1971-72

1. Were your children affected in any way by the Human Growth and Development Program during this year?

1-A. Were there any dramatic instances that arose from your children's participation in this program?

2. What knowledge do you have of the teachers' method of presenting the material to children this year?

2-A. From your knowledge of the program, is the content of materials received by your children placed appropriately for their age ?

3. Have you previewed the recorded material, i.e., film strips, records, films, etc., associated with the program?

4. Were you involved in any way with discussing the Human Growth and Development Program material with your children?

5. How do you feel about the program being presented as a part of regular classwork?

6. Do you have any opinion or comment about improving the program for next year?

APPENDIX D

VITA

Personal Information

Name	M. Wayne Neff
Birthdate	March 4, 1943
Height	6'0"
Weight	190 pounds
Health	Very Good
Physical Defects	Corrective Lens
Marital Status	Married
Dependents	Wife: Janice C. Daughter: Terri Lynne - 1961 Son: Timothy Michael - 1965 Daughter: Julianne Lisette - 1970
Home Address	584 "G" Street Carlisle, Pennsylvania 17013
Home Phone	(717) 249-4674
Business Address	Division of Planning Bureau of Curriculum Development and Evaluation Department of Education Box 911 Harrisburg, Pennsylvania 17126
Business Phone	(717) 787-3976

Education

Shippensburg State College Shippensburg, Pennsylvania	Major - Elementary Education Degree - B.S.
The Pennsylvania State University University Park, Pennsylvania	Major - Educational Administration Minor - Political Science Degree - M.Ed.
The Pennsylvania State University University Park, Pennsylvania	Engaged in Ph.D. program in Curriculum and Sociology
The University of Pittsburgh Pittsburgh, Pennsylvania	Graduate Work in Curriculum and Supervision

Professional Employment Experience

Carlisle Area School District, Carlisle, Pennsylvania
1963-65 Elementary Teacher - Self contained class and advanced Language Arts
1965-67 Elementary Teacher - Social studies - Science team and advanced Language Arts

Carlisle Area School District, Carlisle, Pennsylvania
1967-69 Elementary Principal

Pennsylvania Department of Justice, State Correctional Institution,
Camp Hill, Pennsylvania
1967 - Remedial Teacher (part time) Communication Skills

Pennsylvania Department of Education, Harrisburg, Pennsylvania
1969-70 Curriculum Development Specialist - Division of Compensatory Programs
1970- Curriculum Development Specialist - Division of Planning

Additional Professional Work Experiences

Workshops, Seminars and Presentations Conducted
--Comprehensive Planning - A Systems Approach to Decision Making
--Comprehensive Planning - A Program Development Simulation
--Comprehensive Planning and Community Involvement - the Charrette Technique
--Accountability in Education
--Performance Contracting
--The Paraprofessional - Role - Responsibility and Liability
--Differentiated Staffing
--Federal Programs - Consolidated Program Information Reporting System
--Quality Education - The Communities' Concern

Professional Organization Activities

Current

Association for Supervision and Curriculum Development
National Council of State Consultants in Elementary Education
Program Committee
Long Range Development Committee
Chairman - Annual Conference 1972

National Council for the Social Studies
State Delegate - 1970 and 1971
Pennsylvania Council for the Social Studies
Chairman of Elementary Division - 1967 Joint Conference of Pennsylvania and Middle States Councils of Pennsylvania Council
Co-chairman - 1968 Conference of Pennsylvania Council
Group Chairman - 1968 Temple University Conference on Urban Education
Member (1967 to 1970) - Committee on Inner City Child
Member (1967 to 1969) - Committee on Teacher Education and Certification
Member (1969 to 1971) - Board of Directors of Pennsylvania Council
Member (1972 to 1974) - Board of Directors of Pennsylvania Council
Member (1971 to) - Committee on Publications
Chairman (1971 to) - Committee for Cooperative Instructional Services

Past

National Education Association - 1963 to 1969
Pennsylvania State Education Association - 1963 to 1969
Local Association Treasurer, Vice President, President, Board of Directors
County - Executive Council
Regional - Executive Council
Pennsylvania Elementary Principals' Association - 1967 to 1969

Publications

Author of chapter entitled "The Relationship of Teachers and Administrators in the Education of the Disadvantaged Child," in One of Two, published by Pennsylvania Council for the Social Studies, 1968.

Author of articles on "Comprehensive Planning" and "The Charrette Technique in Educational Planning" in Contemporary Curriculum Commentary.

Author of "Differentiated Staffing," "The Use of Paraprofessionals," "Need Assessment - A Critical Component in a System Approach," and "Planning by Involvement - The Charrette Technique," published by the Pennsylvania Department of Education.

Author of Planning for Educational Programs and Services: A Planning Process, published by the Pennsylvania Department of Education.

Author of Guidelines for Program Development, Employment and Utilization of Educational Paraprofessionals, published by the Pennsylvania Department of Education.

Recommendations

Mr. Harrold Starry
Director of Elementary Education (Retired)
Carlisle Area School District
150 Glendale Street
Carlisle, Pennsylvania 17013

Mr. Edward Karlovich
Department of Elementary Education
Edinboro State College
Edinboro, Pennsylvania 16412

Mr. David L. Swartz
Superintendent of Schools
Carlisle Area School District
623 West Penn Street
Carlisle, Pennsylvania 17013

Dr. John McAulay
Professor of Education and
Educational Administration
Chambers Building
The Pennsylvania State University
University Park, Pennsylvania 16802

Dr. Cecil Trueblood, Head
Department of Elementary Education
Chambers Building
The Pennsylvania State University
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Dr. Gerald Bosch
Chairman of Elementary and
Secondary Education
Chambers Building
The Pennsylvania State University
University Park, Pennsylvania 16802

Mr. Donald M. Carroll Jr.
Deputy Secretary and Commissioner for
Basic Education
Office of Basic Education
Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Mr. John L. Kennedy, Chief of Staff
Citizens' Committee for the Study
of Basic Education
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Box 911
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Mr. George D. Sauers, Program Associate
Citizens' Committee for the Study of
Basic Education
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Dr. Glen Heathers, Director
Research and Development Training
Program
Learning Research and Development
Center
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

Dr. John Morgan
Assistant Professor
Department of Curriculum and Supervision
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

VITA

Leonard V. Wendland, Ph. D.

Date and Place of Birth	November 6, 1914 Bellingham, Minnesota
Education	B. A., North Central College, Naperville, Illinois, 1939. Ph. D., University of Southern California, Los Angeles, California, 1950.
Graduate Research	Doctorate Dissertation on "Some Psychosocial Aspects of Poliomyelitis" done at Orthopaedic Hospital, Los Angeles, California, 1948-1950.
Teaching Positions	Assistant Professor of Psychology, George Pepperdine College, Los Angeles, California, 1949-1952. Lecturer (Psychology), Long Beach State College, Long Beach, California, 1952-1955. Lecturer (Physical Therapy, Occupational Therapy, Psychology-Religion), University of Southern California, 1951-1960. Lecturer (Physical Therapy), Children's Hospital, Los Angeles, California, 1951-1955. Associate Clinical Professor in Psychology, University of California, Los Angeles, California, 1959-1969. Visiting Professor in Rehabilitation Counseling (Education), University of Southern California, 1968. Professor in Special Education & Rehabilitation, School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania, 1968 - Professor in Psychology, Division of Natural Sciences, University of Pittsburgh, Pittsburgh, Pennsylvania, 1968 - Developed and Taught Course in Psychology of Handicapped, Physical Therapy, School of Health Related Professions, University of Pittsburgh, Pittsburgh, Pennsylvania, 1970. Developed and Taught Core Course in Psychology of Handicapped, School of Health Related Professions, University of Pittsburgh, Pittsburgh, Pennsylvania, 1972.

Professional Positions and Appointments

Consulting Psychologist, Respiratory Center for Poliomyelitis, Rancho Los Amigos Hospital, Downey, California, 1952-1956.

Private Practice of Clinical Psychology (part-time), Downey, California, 1952-1965.

Chief Clinical Psychologist, Rancho Los Amigos Hospital, Downey, California, 1956-1962.

Chief, Psychological Services, Rancho Los Amigos Hospital, Downey, California, 1962-1968.

Attending Staff Association, Rancho Los Amigos Hospital, Downey, California (Scientific and Technical Advisor), 1958-1968.

Advisory Council, Hot Springs, Arkansas, Research and Training Center, 1965-1969.

Vocational-Psychology Committee of the American Rehabilitation Foundation, Minneapolis, Minnesota, 1962-1970.

Behavioral Science Consultant, Los Angeles County, California, 1968.

Certified Psychologist, State of California, 1958-1967.

Licensed Psychologist, State of California, 1967 -

Licensed Marriage, Family and Child Counselor, State of California, 1964.

Director of Education and Training, Research and and Training Center in Vocational Rehabilitation, University of Pittsburgh, Pittsburgh, Pennsylvania 1968-1969.

Associate Director, Research and Training Center in Vocational Rehabilitation, University of Pittsburgh, Pittsburgh, Pennsylvania, 1968-1969.

Acting Director, Research and Training Center in Vocational Rehabilitation, University of Pittsburgh, Pittsburgh, Pennsylvania, 1969.

Director, Research and Training Center in Vocational Rehabilitation, University of Pittsburgh, Pittsburgh, Pennsylvania, 1970-1971.

Consultant in Research, St. Margaret Memorial Hospital, Department of Comprehensive Medicine, Pittsburgh, Pennsylvania, March 1970 -

Professional Societies

American Psychological Association, Fellow (Div. 17-22).
California Psychological Association.
Southern California Psychological Association.
Los Angeles County Psychological Association.
Los Angeles Society of Clinical Psychology.
Western Psychological Association.
Western Society of Electroencephalography.
National Rehabilitation Association (Pacific Regional President, 1963-1964).
National Rehabilitation Association (Southern California Chapter President, 1965-1966).
American Personnel and Guidance Association.
Council of Rehabilitation Educators.
Association for the Advancement of Behavior Therapy.
American Congress of Rehabilitation Medicine.
Member Governing Board, Western Pennsylvania Chapter, The Arthritis Foundation, 1970 -
American Association of School Administrators.
American Educational Research Association.

Publications

1. Employment Prognosis of the Post-Poliomyelitic. L. V. Wendland. J. Applied Psycnol. 36: 328-332, October, 1952.

2. Some Religious Feelings of the Post-Poliomyelitic. L. V. Wendland. Journal Soc. Psychol. 38: 99-108, 1953.

3. A Preliminary Study of Frustration Reactions of the Post-Poliomyelitic. L. V. Wendland. Journal Clinical Psychol. 10: 236-240, July, 1954.

4. A Therapeutic Group with Husbands and Wives of Poliomyelitic Patients. L. V. Wendland. Group Psychotherapy 8: 25-32, April, 1955.

5. Some Emotional Needs of Patients with Bulbospinal Poliomyelitis. J. H. Saunders and L. V. Wendland. Nursing Outlook 3: 374-376, July 1955.

6. Usefulness of Glossopharyngeal Breathing from the Viewpoint of the Patient. C. W. Dail, L. V. Wendland and J. E. Affeldt. Arch. Phys. Med. and Rehab. 37: 7-11, January 1956.

7. Correlation of Continuous Rapid Infrared CO_2 Analysis with Hyperventilation Test in Routine Electroencephalograph. L. B. Mann and L. V. Wendland. Bull. Los Angeles Neurol. Soc. 21: 84-89, June 1956.

8. Psychodynamic Aspects of Occupational Therapy. L. V. Wendland. Am. Journal Occ. Therapy. 10: 244-247, July-August 1956.

9. Functional and Vocational Recovery in Severe Poliomyelitis. J. E. Affeldt, H. F. West, K. S. Landauer, L. V. Wendland, and N. N. Arata. Clinical Orthopaedics 12: 16-21, 1958.

10. Some Mental and Emotional Aspects of Poliomyelitis. L. V. Wendland. Poliomyelitis: Papers and Discussions Presented at the Fourth International Poliomyelitis Conference. Philadelphia, J. B. Lippincott Company, 1958, pp. 557-560.

11. A Comparison of Taped and Booklet Forms of the Minnesota Multiphasic Personality Inventory. A. H. Urmer, H. O. Black and L. V. Wendland. Journal Clinical Psychol. 16: 33-34, January 1960.

12. The Effect of Brain Damage on Raven's Progressive Matrices. A. H. Urmer, A. B. Morris and L. V. Wendland. Journal Clinical Psychol. 16: 182-185, April 1960.

Publications -- Con't.

13. The Intellectual Functioning of Post-Poliomyelitic Patients. L. V. Wendland, A. H. Urmer and H. W. Safford. Journal Clinical Psychol. 16: 179-181, April 1960.

14. A Hospital Adjustment Scale for Chronic Disease Patients. A. H. Urmer, Z. Malek and L. V. Wendland. Journal Clinical Psychol. 16: 397-398, October 1960.

15. Electroencephalographic Characteristics in Various Types of Multiple Sclerosis. L. V. Wendland, E. D. Fisher, and L. B. Mann. Bull. Los Angeles Neurol. Soc. 25: 161-164, September 1960.

16. Temporal Effects of Complex Discriminations. J. Perceptual and Motor Skills. 13: 108-109, 1961. A. H. Urmer and L. V. Wendland.

17. The Organization and Retention of Geometric Designs by Brain Damaged Individuals. Journal Gen. Psych. 68: 251-254, 1963. A. H. Urmer and L. V. Wendland.

18. Psychologists at Work. Bulletin, Division 22, American Psychological Association. (Psychological Aspects of Physical Disability) 2: 2-4, March 1964. L. V. Wendland.

19. The Use of Automated Instruction with Severely Physically Handicapped Students. Journal Nat'l. Society for Programmed Instruction. Vol. VI, No. 10 pp. 4-9, December, 1967. L. V. Wendland, R. L. Forney, E. E. Pedersen, and J. G. Cross.

20. Trends in the Use of Subdoctoral Personnel in Psychology. Supportive Personnel in Renabilitation Centers. Association of Rehabilitation Centers, Inc., Washington, D. C., 1967. L. V. Wendland.

21. Integrating the Disadvantaged into the Residential Vocational Rehabilitation Center. Association of Rehabilitation Centers, Inc. Washington, D. C., 1969.

22. Expanding the Joint Use of Evaluation Facilities by Disability Determination Units and Vocational Rehabilitation. Rehabilitation Service Series. U. S. Department of Health, Education, and Welfare. Social and Rehabilitation Service, Washington, D. C. (To be published)

23. A Guide to Joint Vocational Rehabilitation -- Disability Determination Unit, In-Service Training. Rehabilitation Service Series. U. S. Department of Health, Education, and Welfare. Social and Rehabilitation Service, Washington, D. C. (Published 1971)

24. Rehabilitation of the Culturally and Socially Disadvantaged in Urban Areas. Rehabilitation Service Series, U. S. Department of Health, Education, and Welfare. Social and Rehabilitation Service. Washington, D.C. (To be published).

25. State Vocational Agency Practices in the Purchase of Psychological Services. Leonard V. Wendland and Carroll Jean Wendland. American Psychologist: 26(10), 915-920, October, 1971.

V I T A

DR. ROBERT MARTIN Curriculum Specialist Department of Curriculum and Evaluation Harrisburg, Pa.	3 Years 1969-1972
Professor of Education New York State University Fredonia, N. Y.	1966-1969
United States State Department of Education in Dominican Republic Ecuador, Peru	1958-1966
Director of Elementary Education for the State of Michigan Department of Instruction	1949-1958

Graduate of:

State Teachers College of Nebraska	B. S.
University of Chicago	M. S.
Michigan State University East Lansing, Michigan	Ed. D.